



Huachuca City School

Tombstone Unified District

100 School Drive, Huachuca City, AZ 85616-0468

ARIZONA
School Report Card
2001-02

Principal: Mrs. Sue Ellen Goldsmith

Schedule: 7:00 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: goldsmithse@hotmail.com

Grades: Pre-K-8

2001 Enrollment: 528

Phone: (520) 456-9842

Fax: (520) 456-9811

▼ School Overview ▼

Mission

Huachuca City School is a Pre-Kindergarten through eighth grade elementary school in the Tombstone Unified District, in Cochise County. Our mission is to provide a quality education in which students may go out into the work force with the skills necessary to compete in today's world. Huachuca City School looks at the total child and tries to meet each student's needs as they flow through pre-school-eighth grade and then on to Tombstone High School.

Organization and Philosophy

- w Educators Have Freedom of Method
- w Mentor Program
- w CLIP Teachers
- w Coalition of Essential Schools Philos.

School/Academic Goals

- w Students and staff will increase their recognition and practice of appropriate behaviors, which display respect for self and others to foster a healthier, safer, and supportive environment.
- w Provide an evolving curriculum that raises all students' levels of proficiency based on Tombstone Unified School District #1 and the Arizona Academic Standards.
- w Students will improve their abilities in Language Arts. They will do this by strengthening reading comprehension across all content areas, improve written expression in all content areas, and improve speaking and listening across all content areas.
- w Students will improve in all areas of mathematics. They will do this by improving computation and number sense as they relate to other content areas, improve skills and understanding with data analysis, probability, and algebraic equations.

Instructional Programs

- w Full-day Kindergarten
- w Special Education Preschool
- w At-risk Preschool
- w Schoolwide Title I
- w On-site Special Education
- w Accelerated Reader and Accelerated Math
- w Computer Laboratory
- w Comprehensive Prevention Program

Enrollment

October 1, 2000 School Year Student Enrollment:	558
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	10

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

2 School Administrator(s)
 1 Non-certified Employee(s)
 6 Teacher(s)
 1 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w Budget
 w Student Discipline
 w Curriculum and Instruction
 w Standards and Instructional Strategies
 w School Climate
 w Evaluate School Goals/Strategies

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	34.00
Other Professional Staff	3.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	0	0	0
4 to 6 years	7	2	0	0
7 to 9 years	0	1	0	0
10 or more years	6	10	0	0

▽ Shared Responsibilities ▽

School

Keeping parents informed is a top priority at our school. Each teacher schedules a minimum of two parent-teacher conferences yearly. We provide school newsletters, a school handbook and midterm progress reports. Special attention is paid to informing parents of their student's academic, behavioral and health/safety information. We know that education is a team process and that schools and parents must work closely together to provide our students with the best possible educational environment.

Parents

Our expectation is that parents ensure that their children attend school ready to learn. We believe that the educational process is a shared responsibility, whereby all parties (families, the community and the school) provide our children with the best possible opportunity to maximize their educational capabilities.

▽ Transportation Policy ▽

While 'city' may be our middle name, ours is a largely rural school. Therefore, transporting outlying children to and from school is a major responsibility. ARS Title 17 and our own regulations govern busing procedures. Safety, courtesy and timeliness are the essential elements of our school's transportation policy.

▽ Calendar Information ▽

Number of Instruction Days:	179	First Day of School:	8/15/01
Average Daily Instruction Time:	7 hrs. 42 min.	Last Day of School:	5/24/02

Operates on Traditional Schedule

Report Card Release Dates

10/18/01	12/21/01	3/21/02	5/24/02
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Additional Calendar/Report Card Information

Students receive a midterm progress report on September 14, 2001; November 16, 2001; February 15, 2002 and April 26, 2002. At the time of conferences listed above, the parent receives the report card. Of course, this does not include all the conferences and reports that a teacher might send to parents.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - Yes Lunch - Yes Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab/Library	W Special Needs Preschool
W Gymnasium	W On-site Cafeteria

Extracurricular Activities

W Peer Mediation	W Hands Across the Border
W Athletic Programs	W Band/Chorus
W School Publications	W Student Government
W Washington, DC Academic Trip	W Yearbook

School/Community Resources

W Breakfast/Lunch Programs	W Food/Clothing Banks
W Counseling Services/Crisis Intervention	W Health Services
W Family Literacy Program	W Speech Therapy
W Testing Services	W Tombstone Prevention Program

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W The Hands Across the Border Program to Mexico has been part of an intercultural exchange program that we have been doing with Intermediate/Junior High students for 11 years, providing them with real-world experiences that tie into academic ones.</p> | <p>W The opportunities for primary students to work with our prevention program, using high school students as role models has been most positive. This is a collaboration between high school and the elementary school. Our program is STING.</p> |
| <p>W At the end of the school year, our students are awarded with certificates and pins based on their academics, attendance, participation in extracurricular activities, music programs, peer mediation, student council, etc.</p> | <p>W At the end of each nine weeks, we provide awards for students who attend school on a regular basis and achieve high goals academically. The students are rewarded with certificates and trips for their achievements.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.6 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	17.9 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.7 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	4.3 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	96.9 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	3.1 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	NA			11.1 %
Status Unknown ⁸	NA			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Phi Delta Kappan of the Year	1998
Phi Delta Kappa Educator of the Year	1999
Masonic Essay Contest Winners	2001
Friend of Education Award	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results¹, 2000-01

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	48	517	6%	14%	58%	20%
	State	60969	521	11%	18%	44%	27%
Writing	School	49	548	4%	4%	79%	12%
	State	59929	535	12%	13%	62%	13%
Mathematics	School	48	524	0%	25%	52%	22%
	State	61089	510	14%	29%	34%	23%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
 A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	54	504	16%	35%	35%	12%
	State	63518	503	22%	24%	41%	14%
Writing	School	54	503	12%	44%	29%	12%
	State	62270	505	19%	28%	41%	12%
Mathematics	School	54	491	5%	51%	18%	24%
	State	63873	487	17%	43%	12%	29%

Grade 8

Reading	School	58	508	10%	29%	51%	8%
	State	56652	505	23%	20%	40%	17%
Writing	School	56	496	5%	51%	42%	0%
	State	55212	492	17%	41%	40%	2%
Mathematics	School	54	451	42%	53%	1%	1%
	State	56871	454	43%	40%	12%	6%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	--	--	--	89	52	60
2	Reading	--	--	--	--	--	--	100	43	50	85	39	52	82	41	53
	Language	--	--	--	--	--	--	100	39	40	100	33	43	85	39	44
	Mathematics	--	--	--	--	--	--	100	47	51	88	48	55	88	66	57
3	Reading	82	46	44	83	45	47	100	46	47	99	43	48	85	44	50
	Language	86	44	45	88	43	49	100	53	51	100	40	54	83	50	56
	Mathematics	86	24	41	88	34	46	100	68	49	100	52	52	92	63	54
4	Reading	86	54	52	84	58	53	100	56	54	92	49	54	98	49	55
	Language	100	42	45	93	47	47	100	44	49	96	40	48	98	43	50
	Mathematics	100	38	48	93	51	51	100	50	54	100	49	55	100	64	57
5	Reading	95	48	50	98	54	51	100	41	51	98	44	51	83	51	51
	Language	95	44	40	100	46	42	100	33	44	98	37	45	83	41	45
	Mathematics	95	42	47	100	46	51	100	34	54	96	46	55	82	68	57
6	Reading	62	52	52	84	45	53	100	49	54	98	52	53	85	69	54
	Language	78	34	40	85	33	41	100	41	44	94	46	44	86	55	45
	Mathematics	78	56	54	85	39	57	100	54	59	97	63	60	86	89	63
7	Reading	89	55	52	96	43	52	100	52	53	91	65	52	93	53	53
	Language	89	57	49	96	43	52	100	51	54	95	67	54	87	50	55
	Mathematics	88	50	50	96	45	53	100	57	55	95	71	56	91	54	58
8	Reading	82	57	54	88	62	54	100	58	54	85	56	53	91	58	55
	Language	82	52	45	88	43	46	100	51	49	85	56	49	88	60	50
	Mathematics	82	50	50	88	39	52	100	54	54	87	68	56	88	56	58

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	58	77
Grades 3-4	88	88
Grades 4-5	78	80
Grades 5-6	95	97
Grades 6-7	67	44
Grades 7-8	60	40

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Our district currently has a no-tolerance policy and has developed a new Safety Plan. We are continuing training our students on safety procedures to follow in case of emergencies. We are currently training all staff in the Fred Jones' Method of Classroom Management and Discipline. Our entire district is focusing on safety and discipline for the 2001-02 school year.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

17

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▼ Per Pupil and School Expenditures for the 1999-2000 School Year ▼

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,102	\$1,157,472
Classroom Supplies	\$43	\$23,860
Administration	\$487	\$268,437
Support Services-Students	\$310	\$170,676
Other Support Services and Operations	\$1,186	\$653,163
Total Expenditures- All Categories 1999-2000	\$4,128	\$2,273,608

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Classroom Enhancement Funds 2000-01 ▼

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$49,346.90 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▼ Contacts ▼

	Name	Phone	Extension
School Site Council	Sue Goldsmith	(520) 456-9842	
Transportation Policy	Gerry Thatcher	(520) 456-9842	
Community Resources	Sue Goldsmith	(520) 456-9842	
School Nutrition Programs	Stephanie Stepanek	(520) 456-9842	
Parent Organization	Laura Wallace	(520) 456-1846	
Student Health/Nurse	Teri Hayhurst	(520) 456-9842	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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